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ABSTRACT

This study examines the effects of changes made by a small rural school division in Manitoba (Canada) to its professional development model in response to requirements for new curricula and provincial standards tests. The study looks at the effects that sharing of local expertise, the restructuring of the traditional professional development funding model, and a concentrated effort on curriculum implementation have had on teacher effectiveness and satisfaction, and classroom instruction. Data were gathered from two surveys given to 66 teachers and 10 administrators. Findings indicate that teacher networking was taking place on a large scale in the division and was meeting the needs of teachers; teachers reported a high degree of satisfaction; teacher networking was helping with curriculum implementation, introducing teachers to new classroom teaching strategies and meeting their personal professional development goals; and teachers felt that funds were being used more efficiently and effectively. Administrators felt that the amount of money given to schools for professional development was inadequate and that although professional development funds had a positive impact on teacher performance, the impact on support staff was questionable. The model was more beneficial to early and middle-years teachers than to senior-years teachers and teachers without a regular classroom. Appendices present a diagram of professional development, a professional development newsletter, and the survey instruments. (Contains 44 references.) (TD)

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Restructuring Professional Development as a Collaborative Practice:

A Case Study of Educational Change in a Rural School Division

by

Barry Nadolny

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A Research Project in Partial Completion of the Degree
Master of Education - Administration
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The undersigned certify that they have read, and recommend to the Senate for acceptance, a **MASTER'S PROJECT** entitled:

Restructuring Professional Development as a Collaborative Practice: A Case Study of Educational Change in a Rural School Division

Submitted by Barry Nadolny

In partial fulfillment for the requirements for the degree of

MASTER OF EDUCATION

Date Dec. 20/99

Advisor

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Thank you also to Dr. Garry Phillips who kept asking, and to Betty Van Winkle for the triangles, spirals, charts and technical advice.

Abstract

This study examines the effect of changes made by a small rural school division in Manitoba to its professional development model.

The study looks at the effects that sharing of local expertise, the restructuring of the traditional professional development funding model, and a concentrated effort on curriculum implementation have had on teacher effectiveness and satisfaction, and classroom instruction. The survey relies on data gathered from two surveys, one given to teachers, a second similar but enhanced survey given to administrators.

This study also relates the new model for professional development to the current literature, especially research conducted at the local (Manitoba) level.

Four major findings arise from this study. The first finding indicates that teacher networking to share expertise is taking place on a large scale in the division and that it is meeting the needs of teachers. Teachers report a high degree of satisfaction and that networking is helping with curriculum implementation, introducing them to new classroom teaching strategies and meeting their personal professional development goals.

The second finding relates to changes made to the way that professional development is funded in the division. Although it is not yet possible to make a final determination, data gathered to date shows that funds are being used more efficiently and effectively.

The third finding points to a high success rate in the implementation of new curricula through the *Train the Trainer* model and through divisional networking.

Direct application of these findings can be made in any school division. The study details how the new model supports teachers as learners and how this leads to improved classroom instruction.

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Chapter 1

INTRODUCTON

Background to the Problem

Lakeshore School Division No. 23 takes in most of the area between Lake Winnipeg and Lake Manitoba and is, in terms of area, the second largest school division in Manitoba (only Frontier School Division No. 48 is larger). Lakeshore's 1500 students attend ten schools that are located in six towns and on two Hutterite colonies. The largest school is Ashern Central School, a Grade five to Senior 4 school with 330 students. The smallest non-colony school is located in Inwood and has 85 students from Kindergarten to Senior 4. Other schools are located in Fisher Branch, Moosehorn, Lundar and Eriksdale. The two colony schools are located at Marble Ridge Colony and Broad Valley Colony; they range in size from 20 to 25 students in Kindergarten to Grade 8.

The shortest travel time between the two closest schools at Eriksdale and Lundar is fifteen minutes, and the longest travel time is two hours between the schools at Inwood and Moosehorn. The average travel time between schools is about fifty minutes.

The division's schools are small with each grade level having only one teacher per grade level in the larger schools; smaller schools combine grades, each teacher having two or more grade levels in each classroom. This contextual aspect of many multigrade classrooms in a rural environment puts pressure upon teachers particularly in the areas of professional development curriculum implementation and instruction.

Purpose of the Study

In recent years Lakeshore School Division has experienced many of the same challenges facing every other school division in Manitoba and, indeed, in Canada. Among the major challenges is the demand placed on teachers as a result of new initiatives from the Department of Education. These challenges include provincial standards tests at various levels and new curricula transmitted to schools with the expectation that teachers are to implement the program changes. As mentioned above, this latter concern puts excessive pressures on the teachers in the multigrade classroom as they are expected to become knowledgeable about the new curricula in order to implement them.

The Department of Education runs workshops for teachers to help with the new curricula, but these are usually held in Winnipeg or in major regional centers. Teacher attendance at these sessions involves travel and attendant costs. Further, some teachers have opted for unrelated professional development or have found the department sessions unrewarding. For rural school divisions, far from urban centers, professional development in relation to implementation of new or revised curricula is a particularly thorny problem. The traditional professional development program, however, was not meeting the challenges of the new initiatives. In addition to the time and money spent in travel to Winnipeg from rather remote locations, there were problems associated with extremely small schools, none with more than one classroom per grade and many with combined classes. Time demands on teachers in these situations are horrendous, and absence from school by even one teacher is a problem when there may be only four

teachers in the school. Compounding this practical problem was the Division's Professional Growth plan, which ensured a large measure of independence for teachers. Teachers were charged with setting their own professional growth plan, independent of what the school or division was doing.

Lakeshore School Division's professional development has been looked after by the committee comprised of teachers, principals and central office personnel. This committee titled the Professional Development Committee, functioned in the traditional manner of providing money for teachers to attend in-services and arranging for keynote speakers to kick-off the school year and to act as mid-year motivators.

In addition, schools were given an amount of money based on a formula taking into account the number of full time equivalent teachers in the school. The funds were allocated and spent by the schools as they saw fit. Schools could move funds from other budget areas to supplement their professional development budget. School based professional development consisted of two days throughout the year that were, in some cases, thinly disguised in-services used for staff meetings and to let teachers catch up, to plan or to get ready for the next semester or quarter. In view of these concerns/problems, the division decided to institute a more effective professional development program that would meet the needs of staff and enhance student learning.

The purpose of this study therefore, is to evaluate the effectiveness of the professional development program of the Lakeshore School Division No. 23 in terms of the impact on the classroom teacher and student achievement.

Objectives to be Investigated

To meet these new challenges, the Lakeshore School Division has instituted some major changes in its professional development plan. This plan is based on the notion of a shared vision for the success of the students. It was developed through a collaborative effort involving all categories of personnel in the system. The educational literature is very supportive of this approach (see for example, Erickson, 1991). Individual goals must reflect the shared vision of the division and its goals.

There are three main objectives in this new model of professional development:

1. sharing of expertise for enhancing efficiency and effectiveness;
2. more efficient and equitable use of finances;
3. more effective curriculum implementation for enhanced student achievement.

This study will address the objectives of the project through the following research questions:

1) Is there more sharing of teacher expertise among teachers of Lakeshore School Division with the new model?
2) Is the collaborative method effective in meeting the needs of the teachers?
3) Are finances and resources used more efficiently and effectively with the new model?
4) Are teachers implementing new curricula more effectively?
5) Does the new model for professional development help teachers with their professional growth plans?

Sharing of Expertise

It is recognized in the literature that teacher quality is a major factor for student success. It is also recognized that many teachers in Lakeshore School Division are very good teachers who have a great deal of expertise that exists only with the teacher and in the teacher's classroom. Teachers did not have any process for sharing their knowledge and expertise with other teachers in the division.

In order to tap this valuable expertise, and make better use of the resources of the division for professional development, the Professional Development Committee, in the context of the new model, set up a process by which divisional in-service days are used by teachers to network with other teachers in the division. There is ample evidence from the research literature that this type of initiative produces great results (see for example, Goodlad, 1991; Sergiovanni,1994; Binda, 1993; Fullan, 1992; Sparks and Hirsch, 1997).

Groups are established for those teachers who have similar classes and teaching loads, who have identified like or similar goals for their professional growth, who are teaching at the same grade level, and for others who have similar interests.

Finances and Resources

The division's budget for professional development was re-allocated to reflect the aims of the new model. Now half of the current funding is to be used for the networking strategy established to allow teachers to work together and share ideas. The other half of the budget is allocated to curriculum implementation. In addition, the Board allocated an additional sum of money for individual professional development.

Curriculum Implementation

Curriculum implementation in Manitoba and elsewhere has been identified in the research literature as a particularly thorny issue (Binda 1989). Lakeshore experiences many of those problems associated with the implementation process. Some of these concerns are described here.

The new Mathematics curriculum was introduced several years ago. The new ELA curriculum was introduced just recently. Math teachers were fairly satisfied with the Mathematics in-service sessions sponsored and conducted by the Department of Education over the period of time since the curriculum was introduced. The ELA teachers were not so satisfied; their sessions were not as clear nor were they perceived to be of much value to the teachers whose tasks were to implement the massive curriculum. In order to help resolve the concerns of the teachers vis-a-vis implementation, three teachers, one from each level, offered to take summer training on the new curriculum and training on working with adults. These teachers were given release time by the Board so that they could travel throughout the division to work with teachers, both in groups and individually to help them implement the new curricula. This strategy included teacher-teacher collaboration at the building and division levels. Collaborations took place within the buildings and across buildings in the division.

Framework for the Study

Many important elements come into focus when looking at changes made to the practice of professional development as carried out in Lakeshore School Division No. 23 and the subsequent development of a new, more effective model.

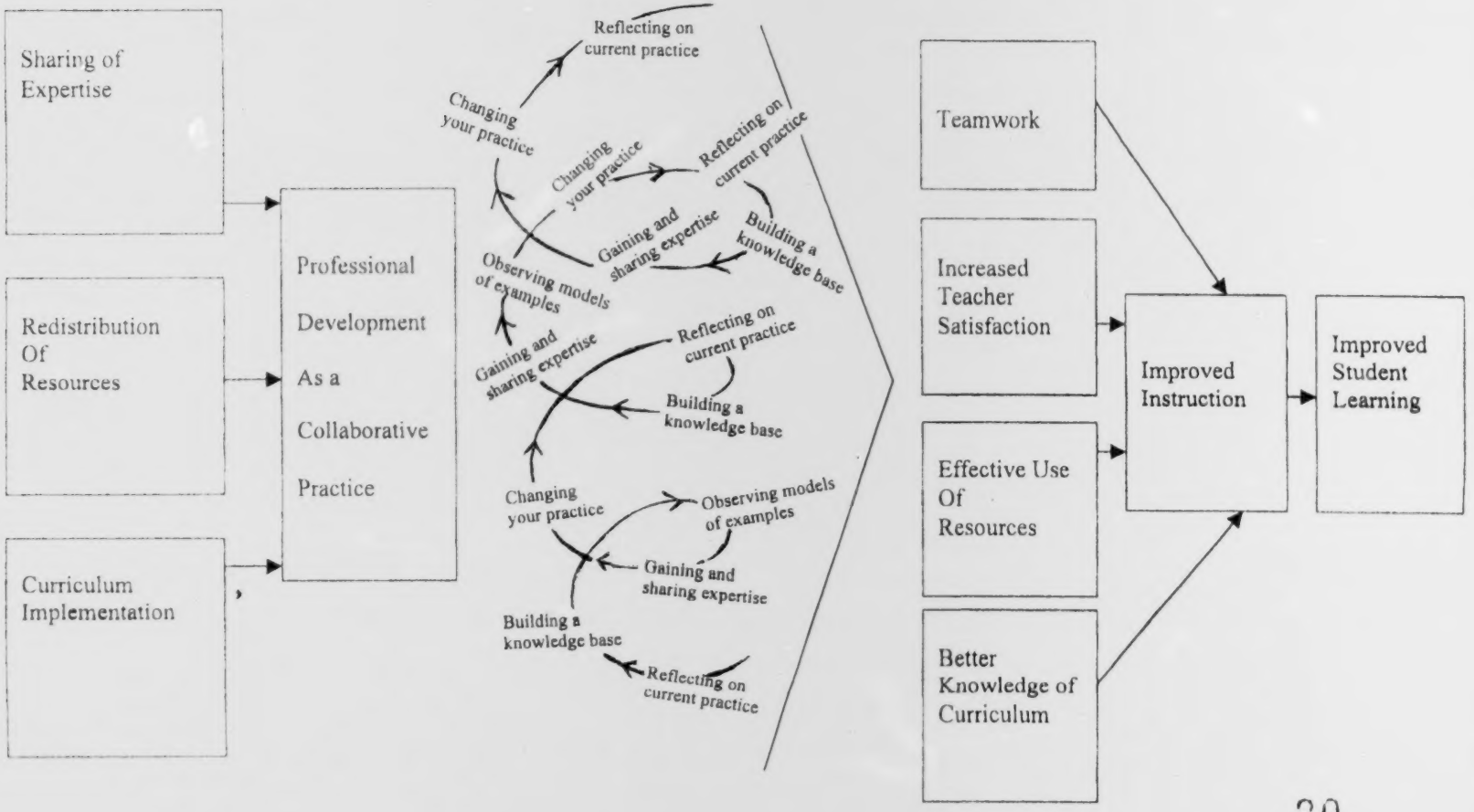
In determining that professional development should be a collaborative practice, the division knew that there would be severe obstacles to overcome, including the distance between schools, the absence of additional funding and the traditional often entrenched way of delivering in-service to teachers. Resistance to change and the failure of changes has been well documented in numerous studies, for example, Fullan (1992), Fenstemacher and Berliner (1985) among others.

The division identified teacher practice as having the most impact in the classroom on student learning. It was therefore important to establish a model in which teachers are engaged and valued (Peat and Mulcahy, 1990). It was important to engage teachers in identifying what they needed to learn (content), and what skills they needed to acquire. It was left for the teachers to determine how they can best learn the content and those skills. This philosophical stance is consonant with the concept of teacher's professional autonomy and is conducive to the enhancement of collegiality and collaborative practice.

The conceptual model (figure 1-1) focuses on teachers reflecting on their current practice, building a knowledge base of new or different (better) practice, gaining and sharing experience with colleagues, changing to improve their classroom practice and then again being able to reflect on their practice. This conceptualization is consonant with Schon's work on reflection in/on practice (Schon, 1983, 1987, 1991).

It was assumed that the ongoing spiral-cycle of professional development would lead to increased teamwork and collaboration, increased teacher satisfaction, better knowledge of curriculum, and, a more efficient use of resources.

FIGURE 1-1 CONCEPTUAL FRAMEWORK



In turn, these new practices as illustrated in Figure 1-1, would lead to improved instruction and improved student learning.

Definitions

What is Professional Development?

A review of the literature immediately shows us that the term *professional development* has many meanings. Lieberman and Miller (1992) state that "professional development is here defined as the knowledge, skills, abilities and the necessary conditions for teacher learning on the job." They further state that the terms "in-service, staff development and professional development are used synonymously." (p. 1045)

Most researchers challenge the above "one size fits all" view that the three terms can be used interchangeably. Irvine (1993) argues for a more precise use of the terms to highlight important distinctions and argue the critical issue of "Where is the locus of control?" (p. 17).

According to Irvine, *in-service* is a traditional term used to define the range of activities "provided on in-service days to change teacher practice." (p. 17) Control is in the hands of administrators and policy makers who see teachers as lacking in some areas and in need of help. *Professional development* refers to ongoing activities of teachers who pursue questions of practice, reflection, research and self-determined reading. Teachers initiate and engage in these activities and direct their own learning practice. *Irvine defines staff development* as those experiences designed to bring a group of educators together to achieve common goals. The process can be top down (in-service) or collaborative (professional development).

Hargreaves and Fullan (1992) add the term *teacher development*, which they define as teachers' opportunities to learn. They suggest three distinct aspects to teacher learning:

1) knowledge and skill development - opportunities to learn and acquire the knowledge and skills of effective teaching,
2) self-understanding - opportunities to develop the personal qualities, commitment and self-understanding essential to becoming a sensitive and flexible teacher, and
3) ecological change - creating a work environment which is supportive of professional learning and the opportunity to teach well, rather than merely survive (p. 1-2).

Governments have recently become directly involved in education by pushing the need for standards, accountability, and through the introduction of new curricula. They have therefore, become involved in the professional development process and as such added their own definitions. The Ontario Royal Commission on Learning (Ontario 1995) calls formally structured experiences *professional development programs*, and refers to individual and informal activities among teachers as *professional renewal activities*.

The Government of Manitoba, through its Quality Education initiatives, reviewed professional development with representation from Manitoba Education and Training, the Manitoba Teachers Society, the Manitoba Association of School Superintendents and the Manitoba Association of School Trustees. The final Report entitled Professional

Development: Enhancing the Quality of Teaching and Learning in Manitoba defines professional development as:

> formal and informal activities intended to foster the growth of educators – *as persons* whose growth enriches their teaching and their relationships with students, *as professionals* whose increasing competence enables them to carry out their roles more effectively and as *staff members* whose collegial relationships have an effect on the motivation and skills of others and who will be able to implement curricular and other changes (p. 1).

The report further suggests that to be responsive to the needs of teachers, schools and school divisions, professional development must recognize the importance of:

1) long term plans which make provision for adequate time and resources,
2) collaboration among all participants in the education system to provide professional development, but with a focus on the local and divisional levels, and,
3) diversity and creativity in the approaches taken to the provision of professional development so that they can be responsive to the wide range of teacher circumstances across the province.

For the purposes of this study, our definition will be a synthesis of the above definitions. We will take professional development to mean teacher learning to improve instruction and student learning.

Importance of the Study

1. The study examines a collaborative model of professional development aimed at the improvement of instruction and student learning.

2. In an environment of restraint, the efficient use of resources is a critical factor in successful program implementation. This study will help provide some direction for efficiency and better use of resources, particularly in the realm of professional development.

3. Effective curriculum implementation is often measured by outcomes, particularly student achievement. Given the mandate of the province's New Directions documents, and given the direction towards provincial standards tests at various grade levels, and also given the fact that success is often measured by student achievement as indicated by the results of the provincial standards tests, effective curriculum implementation becomes critical in the overall school program. This study in context hopes to provide such directions for a rural school division with some of the unique problems already described in this chapter.

4. This study may also provide some directions for school divisions in similar situations.

Outline of the Remainder of the Study

Chapter Two will review current literature related to staff development. It will acquaint the reader with existing studies that relate to this project.

Chapter Three will describe the research methodology and procedures used to study the key issues. It will describe the collection of data, its processing and analysis. It will also describe the pilot studies and resulting changes made to the assessment instrument.

Chapter Four will focus on the findings of the analysis and evaluation of the data.

Chapter Five will make suggestions for the implementation of the findings of the study. It will also contain recommendations for the future direction of the project and recommendations for further research.

Chapter 2

A REVIEW OF RELATED LITERATURE

The purpose of this project is to develop and implement a more effective way of delivering professional development to teachers in order to share existing expertise, make better use of existing resources and to enhance the implementation of new curricula. This should lead to better instruction and improved student learning.

This chapter will review relevant literature regarding the three areas identified, focussing on information about Manitoba when discussing sharing of expertise and finances. The chapter concludes by examining issues related to curriculum implementation.

Sharing of Expertise

We know from research and experience that the traditional model of professional development whereby teachers are trained to teach effectively by being told what to do and how to do it, simply is not the most effective way to help teachers become better teachers (Irvine 1993, Hargreaves and Fullan 1992). A new form of professional development is required if we are to implement widespread and sustained implementation of new practices in our classrooms. Ann Lieberman (1995) questions why we do not provide teachers with the same learning opportunities that we expect them to provide for students.

"What everyone appears to want for students - a wide array of learning opportunities that engage students in experiencing, creating, and solving

real problems, using their own experiences working together with others – is for some reason denied to teachers when they are learners" (1995, p. 591).

She goes on to point out that the ways in which teachers and students learn is similar:

> People learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners – in much the same way as they wish their students would (p. 592).

Darling-Hammond and McLaughlin (1995) state clearly that professional development for staff must support a learner-centered view and a career-long concept of teacher learning:

> The success of this agenda ultimately turns on teachers' success in accomplishing the serious and difficult tasks of learning the skills and perspectives assumed by new visions of practice and unlearning the practices and beliefs about students and instruction that have dominated their professional lives to date. Yet few occasions and little support for such professional development exist in teachers' environments (p. 597).

A New Paradigm for Professional Development

Sparks and Hirsch (1997) suggest that there is a new paradigm developing in North America for professional development. They see the new paradigm guided by the

principles of results (outcome) driven education, systems thinking and constructivism, which have emphasized a shift in thinking. The paradigm includes the following:

1) *From individual development to individual development* ***and*** *organization development*. Improvements only to individual performance are not sufficient to produce the results needed. Instructional improvement and improved student learning depend on the learning of the individual teachers and improvements in the capacity of the school to solve problems and to renew itself.

2) *From fragmented, piecemeal improvement efforts to staff development driven by a clear, coherent strategic plan for the school district, each school, and the departments that serve the schools.* Schools have always taken a fragmented approach to change (Fullan 1991, and Sarason 1991). Fad, usually the result of a one time in-service strategy, has taken precedent over a clear vision of the school system's future. Teachers then receive very little support and assistance, and are unable to implement poorly understood innovations. One fad dies, another one starts, and teachers begin to accept the notion that, "This too shall pass..." A comprehensive system to implementing change makes certain that all aspects of the system, including assessment, curriculum, instruction and parent involvement are working together to achieve a manageable set of outcomes (Sergiovanni 1994). School and division administrators see themselves as facilitators of staff development. Professional development

is guided by clear, compelling mission statements and measurable outcomes focussed on student learning.

3) *From district-focused to school-focused approaches to staff development.* Schools set their school improvement goals outlining long term objectives leading to improvement around a common vision. Learning activities for students and staff are then designed and implemented.

4) *From a focus on adult needs and satisfaction to a focus on student needs and learning outcomes, and changes in on-the-job behaviors.* One-day in-services were based on the perceptions of educators regarding what they needed (Irvine 1993). Schools determine what student outcomes need to be achieved and work toward that goal. This does not mean that teachers' needs are not valued, rather, it places those needs within a larger context.

5) *From training conducted away from the job as the primary delivery system for staff development to multiple forms of job-embedded learning.* Action research, participation in study groups or small-group problem solving, peer observation, journal writing and involvement in the school improvement process will replace the passive recipient style of "sit and get" in-service training.

6) *From an orientation toward the transmission of knowledge and skills to teachers by "experts" to the study by teachers of the teaching and learning processes.* Teachers will refine their instructional knowledge and skills and develop their own expertise by various processes that include the use of action research, study groups and joint planning sessions.

Teachers will continue to improve their understanding of the teaching and learning process.

7) *From a focus on generic instructional skills to a combination of generic and content-specific skills.* Recent research points to the need for teachers to possess a deeper understanding of both their academic disciplines and specific pedagogical approaches.

8) *From staff developers who function primarily as trainers to those who provide consultation, planning, and facilitation services as well as training.* In addition to providing training in content specific areas, staff developers assist work groups in problem solving, developing long-term plans and conducting effective meetings.

9) *From staff development provided by one or two departments to staff development as a critical function and major responsibility performed by all administrators and teacher leaders.* Administrators and teacher leaders must see themselves as teachers of teachers and view the development of others as one of their most important responsibilities.

10) *From staff development directed toward teachers as the primary recipients to continuous improvement in performance for everyone who affects student learning.* Everyone who affects student learning and education in the school division, must continually upgrade his or her skills. This includes school board trustees, superintendents and other central office administrators, principals, teachers, all support staff, and

parents and community members who serve on policy making or advisory boards and planning committees.

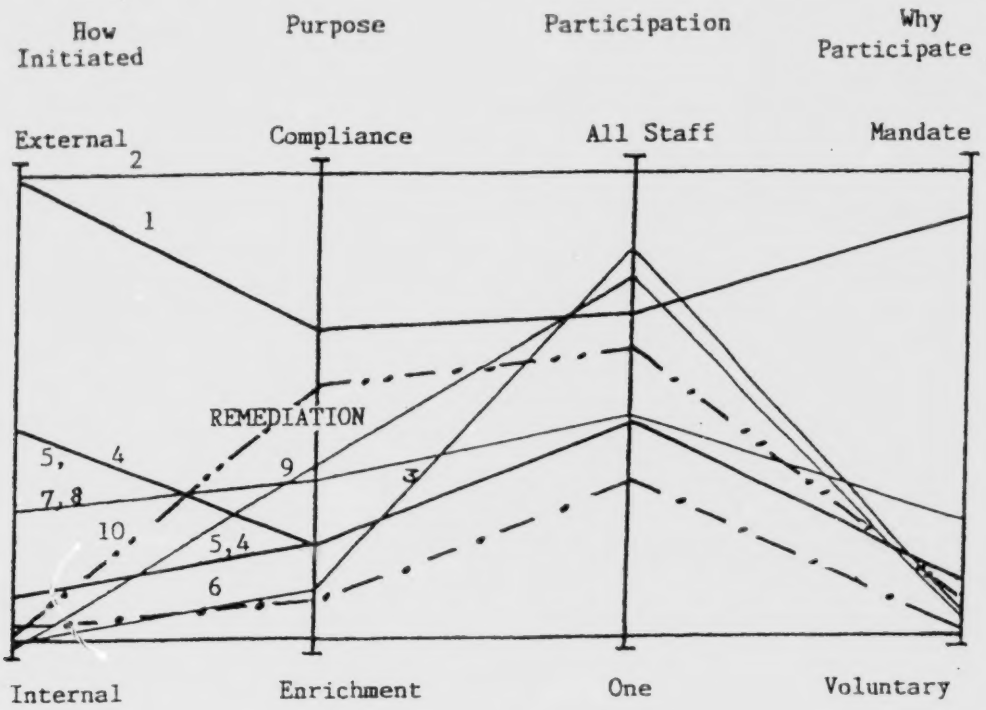
11) *From staff development as a "frill" that can be cut during difficult financial times to staff development as an indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment.* Necessary reforms must take place in our organizations to prepare students for life in an increasingly complex world.

In Manitoba

Brandon Study

In a study of Early/Middle Years Principals and teachers, conducted in Brandon, Manitoba, and their role in implementing new curricula in the school, Binda (1989), identified the importance of the principal as leader, and the importance of engaging teachers in school improvement. Effective principals act as facilitators and caretakers of the overall strategy for change. Most important to any school improvement is decentralization of the process and ensuring that teachers and principals are in charge of ensuring that a mechanism for continuous consultation, feedback and evaluation is put into place. When teachers are engaged and motivated to implement change, there exists a direct correlation with success in implementing curricular change. Figures 2-1 and 2-2 (Binda 1989) illustrate the correlation between internal initiation, enrichment activities by all staff and voluntary participation and successful implementation of change. The

Figure 2-1
Staff Development Activity for Teachers

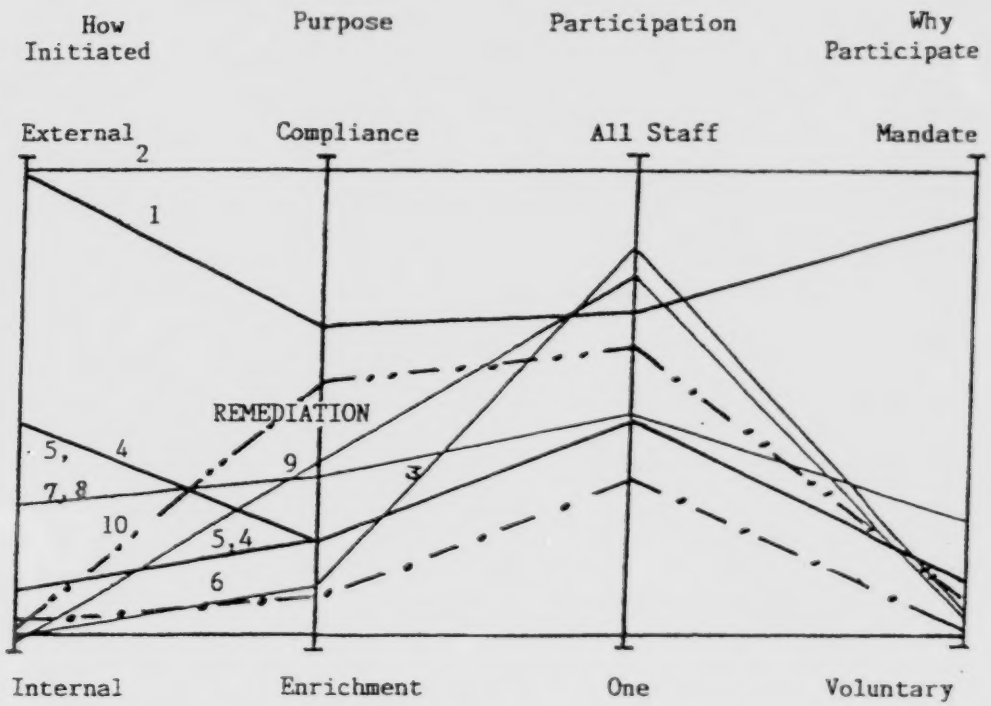


Codes

1. Divisional/Departmental In-services
2. Reading Curriculum Guides
3. Visitation to schools
4. Professional Conferences/Organizations
5. Professional reading
6. Curriculum committee work
7. Staff in school exercise – principals/consultants
8. Consultation with principals/consultants
9. Voluntary after-school workshops
10. University/other courses

(Model developed after Fenstermacher and Berliner, 1985)
(used with permission)

Figure 2-2
Staff Development Activity Profile for Principals with Mandated Curricula



Codes

1. Divisional Orientation In-services
2. Principal administration meetings
3. Reading curriculum guides
4. Consultations
5. Visitations
6. Divisional in-services for principals/teaching staff
7. Professional organization activities
8. Reading professional literature
9. Curriculum committee work, Department/Division
10. Observations within building

(Model developed after Fenstermacher and Berliner, 1985)
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figures also show the importance of having a shared vision, of staff working together and having input into the implementation of change.

Manitoba School Improvement Project

The Manitoba School Improvement Project (MSIP) is an independent non-profit, non-governmental organization that is dedicated to supporting youth through the improvement of learning experiences and outcomes of Manitoba secondary school students. Established in 1991, the organization acts as a "critical friend" by providing both pressure and support to schools that embark on significant school improvement initiatives. MSIP provides multi-year grants to schools for self-directed improvement initiatives, assists schools with planning, problem solving and connecting with the community and other resources. The organization provides assistance with program evaluation, including both consultative and technical support for data collection, analysis and interpretation, helps set up networks and provides resources and materials with ideas for practical strategies. MSIP places certain expectations on schools, especially so schools will:

1) focus on all students and their learning;

2) undertake self-monitoring;

3) provide annual reports for accountability purposes;

4) share their struggles and successes;

5) involve students, parents and community; and

6) work towards sustaining their efforts.

At present there are over 30 schools in partnership with MSIP, including four Lakeshore schools.

Train the Trainer

Train the Trainer is a partnership between Manitoba Education and Training and the Southeast Interlake Superintendents Association (SISA). In this program, three teachers (one from each level, Early, Middle and Senior) from each of the eleven school divisions (Lord Selkirk No. 11, Agassiz No. 13, Whiteshell No. 2408, Lakeshore No. 23, Evergreen No. 22, Boundary No. 16, Red River No. 17, Interlake No. 21, Hanover No. 15, Morris MacDonald No. 19 and Seine River No. 14) were trained in workshop facilitation skills, curriculum frameworks content, differentiating instruction strategies and collaborative team planning. Participating teachers returned to their division and became team leaders and provide ongoing support to classroom teachers in their schools and division.

The Train the Trainer model uses local teachers and draws on their expertise for training and to act as resources for teachers within their own school divisions. This "multiplier" or "cascade" design can take on a variety of forms (Binda et al. 1994, Young and Barinet, 1998) and be applied to many different projects. This model is cost effective, but even though money is usually not the issue, teachers' time away from their classes can become one (Wilson, Peterson, Ball and Cohen, 1996).

Finances and Resources

School Boards and their Superintendents play a defining role in determining what attention and support professional development will receive within their school divisions (Young and Barinet 1998). While teachers may develop a commitment to life long learning and schools work hard to become learning organizations, sustainability is dependent on the support given by the Board of Trustees.

It is at the school board level that budgets are established and decisions made regarding the level of support that professional development will receive in each division. The Board determines how much money goes to professional development and often how the money will be spent and by whom. "It is only through the leadership provided by the Superintendent's Office that a clear and widely shared vision of education within the division is likely to be established and the processes and practices necessary to support that vision put in place and nurtured." (Young and Barinet, 1998). The professional development of all people in the system has to be a part of the division's vision for improved instruction and improved student learning (Sparks and Hirsch, 1997).

The call for more and better professional development comes at a time when the province is introducing new curricula and provincial standards tests at various grade levels (see table 2.4). It is also a time of fiscal restraint in spending as the national, provincial and local governments try to balance their budgets, reduce taxes and reduce their deficits.

Total education expenditures for public schools in Manitoba amounted to $713,733,355 in 1985. By 1989/90, a period of four and one-half years (due to a change in the fiscal year-end from December to June which resulted in a shortened year in 1989),

expenditures had increased to $946,941,065, a 32.67% increase. Inflation during the same period based on the 1986 Consumer Price Index (CPI) for Winnipeg had increased 21.77%. Table 2-1 details the increases by year from 1985 to 1989/90, and table 2-2 does the same for the years 1989/90 to 1995/95.

Table 2-1
Manitoba Public School Expenditures 1985-1989/90

Year	Total Expenditures	% Increase	Winnipeg CPI
1985	$ 713,773,325	-	-
1986	757,273,.795	6.09%	4.50%
1987	803,691,951	6.12%	4.20%
1988	859,128,889	6.89%	4.20%
1989*	537,849,141	-	2.07%
1989/90	946,941,065	10.22%**	4.60%
Increase	$ 233,167,740	32.67%	21.768%

- ***Short Fiscal Year January-June 1989***

18-Month Period

Source. The Manitoba Association of School Trustees Review of Educational Finance 1985-1994/45. MAST: Winnipeg, December 1996 and the Financial Reporting and Accounting in Manitoba Education (commonly known as FRAME) reports.

By 1994/95, education expenditures by school divisions had increased a further 16.14% in the five years from 1989/90 and now were over one billion dollars at $1,099,758,983. This represented a further increase of $152,817,919, while the Winnipeg CPI increased 14.41% during the same period.

Table 2-2
Manitoba Public School Expenditures 1989/90 to 1994/95

Year	Total Expenditures	% Increase	Winnipeg CPI
1989/90	$ 946,941,065	-	-
1990/91	1,010,550,851	6.72%	6.40%
1991/92	1,033,394,535	2.26%	1.28%
1992/93	1,073,562,008	3.89%	2.76%
1993/94	1,089,060,531	1.44%	1.08%
1994/95	1,099,758,893	0.98%	3.19%
Increase 1989/90 - 1994/95	$ 152,817,919	16.14%	14.41%

Source: FRAME Report

During the nine and one-half years under review in the MAST study, expenditures for public schools increased 54.08% while the inflation index for Winnipeg rose 39.32%. In real-dollar terms (adjusted for inflation), expenditures increased by 10.6% during that period. Total expenditures for the Province increased by 51.04% in the full ten-year period from 1985/86 to 1995/96. From 1994/95 to 1997/98 funding increased by 2.02% (FRAME).

Shrinking educational funds have forced school divisions to focus on a rethinking on how divisions think of educational resources (Levin, 1995). Such rethinking is critical for professional development. Currently, the province provides base support of $570.00 per instructional unit (one instructional unit averages about 20 students, however the divisor fluctuates depending on the size of the school and whether the students are in Kindergarten to Grade 8 or in Senior 1 to Senior 4), which is about $28.50 per student (Schools' Finance Branch, 1999). The fact that this amount was increased by $100.00 per

instructional unit since last year's budget indicates support from the province and sends a message that the province sees professional development as important.

For comparative purposes, the level of financial support from the government for curriculum materials is $50.00 per instructional unit, while support for technology is $40.00 per instructional unit (School's Finance Branch, 1999). The total cost of provincial standards testing will be approximately 8.8 million dollars, or about $45.00 per student in Manitoba in the current school year.

Different school divisions respond to the need for professional development differently, as indicated in the level of expenditure in table 2-3.

Table 2-3
Per Pupil Professional Development Expenditure by School Division
1997/98

Expenditure	Frequency	%	Cum %
Less than $23	11	19.3	19.3
$23-27	16	28.0	47.4
$28-32	7	12.3	59.7
$33-37	8	14.0	73.7
$38-42	4	7.0	80.7
$43+	11	19.3	100.0

Source: FRAME Report

Curriculum Implementation

A relatively new role for professional development in the last few years is the implementation of new curricula. Manitoba Education and Training has embarked on a long-term plan for implementing new curricula (see table 2-4) in most subjects and at all levels. However, the introduction of new curricula does not guarantee successful implementation or change (Common, 1981).

Table 2-4
Manitoba Education and Training Implementation Schedule for New Curricula and Provincial Standards Testing

	Standards Tests	New Curricula
1998-1999	Grade 3 ELA Grade 3 Mathematics Grade 6 ELA – marked locally Sr. 1 Mathematics – marked locally Sr. 4 Mathematics Sr. 4 ELA	
1999-2000	Grade 3 ELA Grade 3 Mathematics Grade 6 Mathematics – marked locally Sr. 1 ELA – marked locally Sr. 4 Mathematics Sr. 4 ELA	Science K-4 Senior 1 Introductory Math Senior 3 ELA – will now be 3 strands 50% Transactional – 50% Literary 70% Transactional – 30% Literary 30% Transactional – 70% Literary
2000-2001	Grade 3 ELA Grade 3 Mathematics Grade 6 Social Studies – marked locally Sr. 1 Mathematics – marked locally Sr. 1 Social Studies Sr. 4 mathematics Sr. 4 ELA	Phys. Ed. K-Senior 4 Science 5-8 Science Senior 1
2001-2002	Grade 3 ELA Grade 3 Mathematics Grade 6 ELA – marked locally Grade 6 Science Sr. 1 Science – marked locally Sr. 1 Social Studies Sr. 4 Mathematics Sr. 4 ELA	Science Senior 2 (20S)
2002-2003	Grade 3 ELA Grade 3 Mathematics Grade 6 Mathematics – marked locally Grade 6 Science Sr. 1 ELA – marked locally Sr. 1 Social Studies Sr. 4 Mathematics Sr. 4 ELA	Biology 30S Chemistry 30S Physics 30S
2003-2004	Grade 3 ELA Grade 3 Mathematics Grade 6 Social Studies – marked locally Grade 6 Science Sr. 1 Mathematics – marked locally Sr. 1 Social Studies Sr. 4 Mathematics Sr. 4 ELA	Biology 40S Chemistry 40S Physics 40S

Source: Manitoba Education and Training documents

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Several studies have been conducted to determine why the implementation of curricular innovations fails. Shankar (1990) referring to the failures of attempted reforms in U.S. schools stated they were "hijacked" or "watered down beyond recognition". Lee (1985) in a study of the implementation of the new Social Studies curriculum in Manitoba, noted that while no "hijacking" or "watering down" took place, the main problem was one of complexity. Too many curricula were coming to the school at once, and as a result teachers did not implement them all, only those that were seen as having a higher degree of priority were implemented.

Rogers and Shoemaker (1971) theorized that it is the teacher's perception of the characteristics or attributes of the new curricula that affects the degree to which implementation occurs. Rogers and Shoemaker identified five distinct characteristics of curricular implementation which they believe to account for most of the variances, these being:

1) relative advantage – the degree to which an innovation is perceived as being better than what it is replacing,

2) compatibility – the degree to which an innovation is seen as being compatible with the teacher's needs, values and previous experience,

3) trialability – the degree to which an innovation can be tried on a limited basis,

4) observability – the degree to which the results of an innovation are easily observed to others, and

5) complexity- the degree to which an innovation is perceived as relatively difficult to understand and use.

Binda (1993) conducted a survey of 22 elementary school teachers in Manitoba to determine the degree to which the new Social Studies Curriculum was implemented. The results were reported using the five constructs as identified and defined above. The data collected indicates that the new curriculum was most easy to implement because it was more relevant to students' needs (relative advantage), it was easy to integrate into other school curricula (compatibility) and easy to try in small units (trialability). Difficulties surfaced in that there was inadequate time to visit and observe other schools where pilot programs were being carried out (observability). A lack of resources also affected implementation practices (complexity). Some teachers postponed parts of the program, modified or abandoned others. About 25% of the teachers felt that some of the requirements of the new program were too advanced for the grade level, and as a result abandoned or modified those parts.

The situations as described by Lee (1985) and Binda (1993) are still situations that cause us concern today. Manitoba Education and Training is implementing a heavy schedule of new curricula during the next five years (table 2-4). Teachers were "reeling from too much too soon". (Mac Intosh, 1998).

Researchers point out the need to understand the change process (Fullan and Hargreaves, 1994; Peat and Mulcahy, 1990) if changes for school improvement are to be successful. Professional development then, is dependent on teachers' willingness to accept change.

Peat and Mulcahy (1990) see change as a collaborate process. They propose that for professional development to be successful, the right things have to happen before the in-service, during the in-service, and after the in-service.

Before the in-service: it is important to build on a shared dissatisfaction (identifying why the present system should work better) while concurrently advancing a vision of what the ideal would look like. The leader of the change should possess an attitude of objectivity, have an awareness of the local community, represent a higher level of authority than the teachers, and be enthusiastic.

During the in-service: teachers have to acquire the knowledge about practical steps that will move them toward the vision. The teachers' learning should be goal oriented; it should link new information to prior knowledge and be strategic. Teachers should be "thinking about thinking" (Flavell, 1979). Joyce and Showers (1980) identify the presentation of theory or descriptions of skills or strategies, modeling or demonstrations of methodology or skills and practice in simulated or classroom settings, as necessary components of an in-service session.

After the in-service: opportunities for teachers to exchange visits in order to critique each other's innovations must be created. School timetables should encourage and facilitate cooperative planning among teachers. Current research related and application-based articles should be circulated among staff. Teachers should have access to release time to enable them to visit teachers in other schools or divisions where the desired changes have been successfully implemented. Staff meetings should regularly be used for professional development as well as managerial tasks.

Other research (see Goodlad, 1984; Sergiovanni, 1994; Fullan 1992, for example) tells us that for successful change, teachers must be engaged; they need to know that they are valued, and the school division must express a commitment to the change.

Goodlad (1984) states that teaching and learning requires participants to engage in an ecological process akin to community action. This concept has also been explored by Sergiovanni (1994, 1997) and Tonnies (1957) in terms of connections, relationships, ideas and ideals. This enables schools to have a vision as caring cooperative communities. Effective schools research indicates that a sense of collegiality, collaboration and sharing enhances instruction and learning. Snauwaert (1999) states that knowledge grounded in a loving, caring environment is a foundation for moral direction, meaning and purpose. The Manitoba School Improvement Project mentioned earlier, is based on a collaborative, participatory approach.

Allan Glatthorn (1984) and Binda (1999) identify professional develpoment as a collegial, non-evaluative, non-judgemental process where teachers cooperate discursively and objectively for mutual professional improvement. This is the approach used in the Lakeshore School Division model for Professional Development.

To summarize, the literature clearly shows us that the traditional method of professional development whereby "experts" transmit knowledge to teachers is simply not effective. There is a need for professional development to become a study by teachers of the teaching and learning processes. Professional development should be seen as the indispensable major responsibility of all those involved in education.

Chapter 3

METHODOLOGY

The two previous chapters have described the problem and the need for a better method of professional development for teachers. In the chapters the related literature was examined with a special focus on educational research and developments in Manitoba. This chapter describes the methodology of the study of the project. It describes the research questions and the stages of development the research instrument went through; it traces the course of data collection and outlines the analysis of the data.

General Overview

When the Professional Development Committee made significant changes to the delivery model for professional development of teachers in Lakeshore School Division No. 23 (see Appendix A, model diagram, and Appendix B, Professional Development in Lakeshore Newsletter), it made changes on the basis of research and current literature on the subject. The committee also studied successful models and, through the South-east Interlake Superintendents Association, worked in partnership with Manitoba Education and Training. The Senior Years schools also formed a partnership with the Manitoba Schools Improvement Project.

Whereas the goal was improved instruction and improved student learning through the use of collaborative professional development for sharing expertise, and the better use of resources and curriculum implementation, the concern was one of value to the teachers and of sustainability. To ensure that the model would be sustained because it

was of value to teachers, it was important to receive teacher and administrator feedback. This feedback would be used to maintain those parts of the program that were working well and to make changes to the program where necessary. The committee also wanted to know if the program was of help to teachers in their professional growth, hence a major purpose of this study. The study was carried out on the basis of the conceptual framework outlined in chapter 1 (figure 1.1).

The research questions to be addressed were in a survey of various participants and attempted to seek answers for the three main concepts outlined in the beginning of the research design (figure 1.1). The main questions of the study are as follows:

1) Is there more sharing of teacher expertise among teachers of Lakeshore School Division?
2) Is the collaborative method effective in meeting the needs of the teachers?
3) Are finances and resources used more effectively with the new model?
4) Are teachers implementing new curricula more effectively?
5) Does the new model for professional development help teachers with their professional growth plans?

Sample Selection

It was determined that all teachers in the school division should be given the survey. Factors leading to this decision included the relatively small size of the division (87 teaching staff), the fact that all teachers set professional growth goals and that all teachers were involved in the project.

The new Manitoba Education and Training schedule for new curricula (table 2-4) indicates that not all teachers would be faced with implementing new curricula at the same time. The Supervision for Growth model of teacher supervision and evaluation was in its first year of implementation across the division. The committee recognized that while it was important for all teaching staff to complete the survey, it was also important to be able to differentiate between teachers who were implementing a new curriculum and those who were not. The survey therefore sought categorical data that indicates the level at which the person taught, and whether the respondent was a regular classroom teacher or in another role (resource etc.). A separate survey with an added section on budget was distributed to administrators in the division.

Instrument

Members of the professional development committee developed the survey instrument. The first instrument was rejected because it did not address the research questions. A second survey was developed with assistance from personnel in the Manitoba School Improvement Project (and Lakeshore's professional development committee) and staff from Proactive Information Services Inc., a professional consulting organization based in Winnipeg.

The instrument was piloted with two administrators and eight teachers who were members of the professional development committee or curriculum implementation teams. This group was significantly involved with the project and looked at the questions critically to see if the instrument would answer the research questions. One Early Years school was also chosen to pilot the survey. The selection of an Early Years school was

made on the basis that this level had new curricula, Mathematics and English Language Arts at the grade three level to implement, and provincial standards examinations also at the grade three level.

Copies of the survey were also sent to Dr. E. Hickcox formerly of the Ontario Institute for Studies in Educaton, and Dr. K. P. Binda of Brandon University for feedback.

As a result of the information received from the pilots and requests for feedback, the following changes were made to the survey.

1) A clearer explanation of the purpose of the survey was added.
2) One question was split into two parts.
3) Questions were made clearer as to whether they referred to divisional or school based professional development.
4) The rating scale was re-worded to make use of terms more familiar to teachers.
5) Teachers did not feel knowledgeable enough about divisional funding for professional development and how school budgets worked to be comfortable answering questions about the re-structuring of finances and resources. As a result two surveys were distributed, one to teachers and the second, with a more involved section on finances, to school administrators.
6) The survey of administrators also contained questions referring to the impact of professional development on implementation of the Professional Growth Model, and on the implementation of school planning and accountability.

The staff survey (see Appendix C) was made up of seven questions, each containing sub-sections. Two of the questions dealt with the teachers grade level and assignment. Two of the questions were forced choice. One of these focussed on the level of support the professional development model gave teachers. Teachers were asked to strongly agree, agree, disagree or strongly disagree with a series of statements. A "Don't Know/Not Applicable" column was also available. The other focused on the impact, high, medium, low or none, that curriculum implementation (English Language Arts and Mathematics), school based professional development and the sharing of expertise had on teachers and their teaching. The last three questions were open ended, seeking information about ways to improve the effectiveness of the model, whether or not the model should continue with or without adjustments and general comments about issues related to professional development.

The survey for administrators (see Appendix D) contained seven questions, each with subsections. Three questions are forced choice, dealing with the same issues as the teacher survey and the issue of how funding for professional development was re-structured. The open-ended questions deal with the same issues as the teachers' survey with the addition a section to deal with funding and issues specific to each school.

Data Collection

The survey was distributed to each schools through the principal and Professional Development Committee member, if a school did not have a staff member on the Professional Development Committee, the principal was responsible for distribution.

Staff were given one week to complete the survey and return it to the school office, from there they were packaged and sent to the division office.

There are 87 teachers in the division, 10 of whom act as administrators. The rate of return for teachers was 85.7% (66 out of 77) and 100% for administrators (10 out of 10).

None of the schools reported any problems in the administration of the survey.

Analysis

The collected data was put into tabular form with accompanying bar graphs and pie charts.

The Professional Development Committee met to analyze the data as presented.

Limitations of the Study

The study is limited by the following factors:

1) The school division is comparatively small in population, ranking 23 in size out of Manitoba's 54 school divisions.
2) The division is extremely large geographically for its sparse population, a condition that does not exist for 52 of the other divisions.
3) The study considered only the division as a whole. No information was kept on a per school basis, therefore the data can only be used to determine the effectiveness of the divisional model. No judgements can be made about the effectiveness of the school based professional development programs taking place in the division. It is possible however, to ferret out data at the building level, though this may be time consuming.

These limitations, however, do not negatively impact the study since the findings apply to the division as a whole. The next chapter presents the findings of the study.

Chapter 4

FINDINGS

This chapter reports findings from the survey. An analysis and evaluation will be made in terms of the research questions posed in Chapter 1. Comments made by teachers and administrators will augment the statistical information. Complete statistical information is in the appendix.

Research Question 1:

Is there more sharing of teacher expertise among teachers of Lakeshore School Division #23 with the new model?

As shown in table 4-1, teachers and administrators agree that the networking presently taking place in the division provides the opportunity for teachers to learn from each other. Almost all staff reported a high rate of acceptance for the new model, with a total of seventy-seven out of eighty responses agreeing with the statement. Only three staff members disagreed with the statement, one teacher at the senior years level. Two teachers who disagreed with the statement are among a very small group of teachers in the division who do not have regular classrooms.

Early years teachers show the greatest rate of acceptance, all agreeing with the statement, and just over 60% indicting strong agreement. Middle years teachers also all agree, with just over 55% strongly agreeing. Senior years teachers also agree with the statement, however the number of respondents who strongly agreed was just under 40%.

Teachers who did not have a regular classroom teaching assignment (Guidance Counselors, Resource Teachers etc., listed as Others in the following tables) indicate the least amount of agreement with the statement, perhaps due to the fact that there are only five such teachers in the division, and they did not feel a part of any one networking group.

Table 4-1
Degree to which networking provides an opportunity to learn.
Reported in frequencies n=80

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Early Years	13	8	0	0	0
Middle Years	9	7	0	0	0
Senior Years	10	17	1	0	0
Others	1	2	2	0	0
Admini-strators	6	4	0	0	0
Total	39	38	3	0	0

Comments made about networking and the sharing of expertise show the same amount of support for the model, as does the information contained in the table above. Teachers and Administrators expressed a strong opinion that the model should continue, with a few modifications. The importance of taking the time to reflect and discuss common concerns and strategies with colleagues was evident. Teachers said they found the new model to be helpful. Positive comments were made about the opportunity afforded new and experienced staff to learn from each other. Teachers commented on their need for more interactions between teachers of like courses within the division.

Teachers expressed the opinion that the division is moving in the right direction with the new model; several teachers stated that they were able to make decisions and felt more professional because they were more in control of their own professional development and growth.

Suggestions for improvement included the need for training for the team leaders or facilitators. Many felt that leading a group of teachers was difficult and required skills beyond what are considered normal teaching skills. Some teachers stated that they were not getting as much from the sessions as others were, and it was noted that some individuals changed groups quite regularly at the beginning of the project as they searched for a group that would better meet their needs. The difficulty of getting together due to time constraints and the distances involved was also mentioned, although no solutions were put forward.

Other comments showed that staff felt that, as good as the new model is, there was still a need to have the opportunity for professional development outside of the division.

One concern that came through loudly and clearly from teachers at all levels had to do with communication. Many staff felt that communication about the new model was not as clear as it could be. Teachers and administrators knew of the new model, but were not sure how it fit into school planning and the Supervision for Growth staff evaluation policy in the division. Some teachers stated a degree of confusion with the new PD model, and some degree of frustration was felt early in the school year, although it appears that understanding the goals of the new model became clearer to a greater degree as the year went on.

Research Question 2:

Is the collaborative method effective in meeting the needs of teachers?

Teacher response to this question, as shown in table 4-2, points to an interesting difference between the effectiveness of the model for teachers at different grade levels. Over 80% of early years teachers stated that their needs were being met with the new model; 87% of middle years teachers expressed the same satisfaction with the model. However, only 45% of senior years teachers stated that the model was meeting their needs. Teachers who did not have regular classroom assignments (Others) were split on their assessment as to whether their needs were being met. Overall, 67.5% of staff stated that the networking model met their needs.

Table 4-2
Degree to which the PD Model has been effective in meeting teacher needs.
Reported in Frequencies n=80

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Early Years	2	15	3	0	1
Middle Years	2	12	2	0	0
Senior Years	2	11	14	0	2
Others	0	2	2	0	0
Admini-strators	2	6	0	1	1
Total	8	46	21	1	4

The comments made by teachers and administrators shed light on the levels of satisfaction with the effectiveness of the model at different teaching levels. Early years

teachers traditionally have had limited opportunity to meet with colleagues in the division. They were the first to undertake changes to their curricula provided by the Department, and they were not always pleased with the in-services put on by the Department. In addition, they were faced with a new Mathematics curriculum, a new English Language Arts curriculum, provincial standards tests in Mathematics and English Language Arts, and in the fall of 1999, a new Science curriculum (table 2-4). The number of early years teachers in the division is also significant because it allows for the establishment of multiple supports on a wide variety of topics to meet the expressed needs of teachers. The large number of teachers also made it possible for teams to be made up of teachers with a wide variety of experiences and expertise.

The same holds true for middle years teachers. The new curricula and provincial standards tests created an urgency that was non-existent to that point in time. Early and middle years teachers share many commonalities in teaching methodology, and have not been reluctant to share with colleagues or staff in their schools. Therefore a level of communication already existed: the base for an increase in communication was already there. The Train the Trainer model for curriculum implementation enhanced communication among teachers to an even greater degree and set the stage for large scale networking across the division.

The situation of senior years teachers is different in that the new curricula at that level is focused on different teaching methods and an increase in the number of options for students. Since senior years schools within Lakeshore School Division #23 are small, there are a limited number of students who opt for the additional options. In many cases

when the enrollment in a program is low, the students complete the course through Distance Education.

New curricula scheduled for senior years is Science at the Senior 1 level in 2000-2001, Physical Education in 2000-2001, Science at the Senior 2 level in 2001-2002. Biology, Chemistry and Physics follow in Senior 3 and Senior 4 in 2002-2003 and 2003-2004 respectively. The Social Studies curriculum is still being worked on at the Western Protocol; as yet no date has been established for its implementation (table 2-4).

The provincial standards tests at the senior 1 and senior 4 levels do, however, command a certain amount of attention. Teachers of those courses with provincial exams have stated that marking the papers and the training that goes with it, is the best form of in-servicing available to them. Provincial standards tests exert another influence on teachers; most do not want to miss time with their classes, as each day counts in covering the curriculum and preparing students for the tests. This desire not to be away from the classroom is compounded by the semester system. This problem becomes even more crucial in one of the division's schools that is on a quarter system timetable.

A further problem experienced at the senior years level is that in a small division, there are not many teachers who teach the same subject. For example, there are three schools that offer Physics, Chemistry and Specialized Mathematics. There are only three teachers who teach these subjects, therefore, only three teachers are available for networking teams. Teachers in this and similar situations feel a need to meet with teachers from outside the division. A further complicating factor is that these teachers'

assignments must also include other subjects, making the achievement of a relevant and useful networking team more difficult than at the early or middle years levels.

Other comments from senior years teachers addressed the difficulty of finding substitutes and the need for more content based professional development.

Overall, teachers state the division is beginning to have a structure that is meeting their needs, because the model enables teachers to meet with teachers for the purpose of sharing ideas, implementing strategies, and for improving classroom instruction. This is something that was missing in the past. It will be recalled that observability was mentioned as a crucial factor in the implementation process.

Research Question 3:

Are finances and resources used more efficiently and effectively with the new model?

As shown on table 4-3, nearly 60% of teachers agree or strongly agree that there is more efficient and effective use of finances and resources with the new PD model. Just over 10% disagree with the statement, and around 30 % state that they do not know if this is so. It is interesting that senior years teachers believe that the new model is more effective and efficient in terms of resources and finances, even though they felt least affected by, and the least amount of benefit from the new model.

Comments from teachers suggest that more money should be put into the school PD budget, although none stated that they were not able to attend a session outside of the division due to a lack of funds available. Other teachers suggested that not hiring "guest

speakers" was a positive move because it added a significant amount of money to that available for individual teacher use.

Table 4-3
Teacher responses regarding the more efficient and effective use of resources.
Reported in frequencies n=63

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Early Years	1	10	1	0	9
Middle Years	1	9	2	0	4
Senior Years	2	12	0	3	5
Others	0	2	0	1	1
Total	4	33	3	4	19

It was also noted that it might not be possible to come up with a true assessment regarding the implications of restructuring funding for professional development and whether or not there were enough funds available at the school level until at least two budget years had passed. This length of time would allow the schools and the division to look at how the money was actually spent and then in the second year, allow for changes to the system. Only then could a final determination be made as to whether or not the school based PD budget was adequately meeting teacher needs outside of the PD model.

In addition to the questions asked of teachers, the administrators were asked for their opinions about the overall funding for professional development in the division and at the school level (table 4-4). The questions were specific to the adequacy of funding

and the impact funding and resources had on professional and support staff with the new PD model. In addition, administrators were asked if they felt that schools should have control of finances to look after meeting the expectations of the new PD model.

Administrators overwhelmingly stated that the amount of money given to schools for professional development was inadequate. The reaction was not unexpected since school professional development budgets were reduced by 50% to fund the new model.

Principals were almost unanimous in their belief that professional development funds had a positive impact on the teaching performance of the teachers. However, they were split on their view of the impact the use of funds for developing support staff was having. This could be principally due to the fact that several schools do not conduct any professional development activities for support staff, while others make funds available for travel to Winnipeg for in-services.

Table 4-4
Administrators statements regarding adequacy of funding under the new model.
Reported in frequencies n=10

Statements Administrators Were Asked to Respond to Regarding the Adequacy of Funding for Professional Development at Both Divisional and School Levels

1. The amount of money retained in the schools for PD is adequate
2. The PD funds have had a positive impact on **professional** staff
3. The PD funds have had a positive impact on **non-professional** staff
4. PD funds should be left up to individual schools for distribution with the schools responsible for meeting the expectations of the PD Model.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
1	0	0	5	3	1
2	5	5	0	0	0
3	2	2	3	2	1
4	2	1	6	1	0

Even though school administrators stated that there was not enough money in school professional development budgets, they clearly did not want to administer networking budgets through their schools. They did not feel comfortable enough with the expectations of the divisional model and wanted to leave administration of the funds to the committee and central office.

The remaining comments from administrators can be divided into two categories;

1) the need for more money for professional development at both the divisional and school levels, and

2) the need for flexibility in the distribution of dollars.

Comments also spoke to the interrelationship between school based PD and the new divisional model, and the need for clarification of expectations and clear communication so that everyone in the division had the same understanding. Some administrators felt that a clearer understanding among teachers and administrators would result in a more efficient use of funds and resources because they would come out of the correct categories, therefore leaving more funds in school budgets.

Research Question 4:

Are teachers implementing new curricula more effectively?

About two-thirds of the teachers agreed that the new PD model allowed them to implement new curricula more effectively (table 4-5). Early and middle years teachers

stated that the new PD model had a direct positive impact on them in implementing new curricula. Of the ten teachers who stated that there was no positive impact on the implementation of curricula, eight were teachers at the senior years level. This information corresponds with comments made by senior years teachers about the new model meeting their needs (table 4-2).

Table 4-5
Are teachers implementing new curricula more effectively?
Reported in Frequencies n=84

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Early Years	7	11	0	0	2
Middle Years	4	8	1	0	3
Senior Years	4	12	8	1	8
Others	0	3	1	0	1
Admini-strators	2	4	0	0	4
Total	17	38	10	1	18

Early years teachers commented that the new model was an effective way to implement current trends and curriculum. There were also some statements relating to the difficulty that can arise for teachers and students when teachers are out of the classroom for significant periods of time as facilitators. Teachers also commented on the impact that getting together had in ensuring that all strands were covered in all classrooms in the division.

Middle years teachers commented on the opportunity afforded them to get all teachers together to work across grade levels to develop a consistent skill plan for the division. They also saw a need for more time to absorb new curricula, develop implementation strategies and to reflect on practice.

Senior years teachers reported on a need for professional development aimed at cross curricular activities, a need for research time and time to go into each other's classrooms to observe and have discussions with colleagues. Specialized teachers saw a need for finding and sharing strategies with teachers in the same areas/subjects. There were several comments recommending the formation of a Science implementation team in the future to help with the new curricula.

Teachers without a regular classroom recommended that more time be allocated to teachers so that they could implement strategies and then reflect on the appropriateness and success of the new strategies.

Table 4-6, shows the degree to which new teaching strategies learned through the new professional development model are actually being implemented in the classroom, and it reinforces the information shown above in Table 4-5 in the early and middle years. An interesting piece of information coming from the question of implementation of new strategies learned from colleagues is the high rate of implementation by Senior years teachers even though the new teaching strategies are not related to the implementation of new curriculum. Information from early and middle years teachers shows that a higher degree of change in classroom practice took place because of the need to implement new curricula.

Table 4-6
Degree to which teachers are implementing PD strategies in the classroom.
Reported in Frequencies n=79

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Early Years	4	15	0	0	1
Middle Years	6	10	0	0	0
Senior Years	3	19	5	0	2
Others	0	3	1	0	0
Admini-strators	1	4	0	0	5
Total	14	51	6	0	8

The comments of the administrators revealed some unexpected information. As shown in table 4-5, of the ten administrators in the division, two strongly agreed with the statement, four agreed, no one disagreed, but four stated that they did not know if teachers were implementing the new curricula effectively. As shown in Figure 4-6, five administrators did not know if teachers were implementing new teaching strategies in their classrooms. The committee felt that this information was significant and the information was brought to the attention of principals at a meeting. Principals agreed that the ability to recognize the implementation of new curricula and new teaching strategies was of major importance to them, especially when supporting teachers and when evaluating their work. Principals agreed that this was an area that all were lacking to one degree or another. Implementation then became a focus for principal professional

development for the 1999-2000 school year. This information was also given to the South East Interlake Principals (SEIP) professional development committee, who determined that this was a concern not just to Lakeshore principals, but also to most principals. As a result, helping principals to recognize successful implementation of new curricula and successful teaching strategies will be a focus for professional development with the SEIP organization.

Research Question 5:

Does the new model for professional development help teachers with their professional growth plans?

The Supervision for Growth model of teacher evaluation allows teachers to develop and focus on their own professional development and growth. One of the main concerns expressed by administrators and teachers, was that the new model for professional development focused on curriculum implementation and the restructuring of funding; therefore teachers may not be able to pursue their individual needs. The high number (69%) of those who agree or strongly agree (table 4-7) clearly points out that the concern was overcome and the level of effectiveness of the new PD model in allowing teachers to pursue their own professional growth in addition to implementing new curricula was high.

Comments from administrators indicted that the division is on the right track, and that everyone in the division is a vital part of the PD model. One administrator made the

point that in addition to PD, this was also a great team building experience for the division.

Table 4-7
Degree to which teachers believe the new model for professional development helps them with their professional growth plans?
Reported in Frequencies n=81

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
Early Years	7	11	0	0	2
Middle Years	5	11	0	0	0
Senior Years	5	17	4	1	3
Others	1	3	1	0	0
Admini-strators	4	5	1	0	0
Total	22	47	6	1	5

Comments from teachers highlighted the positive assistance that they received from other dedicated teachers in the division. Most found the model very helpful and believe that the division is moving in the right direction with the networking plan.

Summary

The data clearly show that the new PD model is more effective than the model previously used in the division; teachers express more satisfaction with their professional development. There is noticeably more sharing of expertise among teachers and administrators. Teachers feel they are implementing new curricula more effectively. Resources and finances seem to be used more effectively and teachers say that their

individual professional development needs are being met. The data also show that the model has been of more benefit and had more impact on early and middle years teachers than it has had on senior years teachers and teachers without a regular classroom.

Comments from teachers and administrators at all levels point to a need for better and clearer communication about the expectations that the new model places on teachers and principals. There is also an expressed need for a clear explanation of how the model works. Administrators saw an additional need for clarification of how the model's funding is set up, and for a clearer explanation of all categories so that teachers had better access to funds.

Chapter 5

SUMMARY

In this chapter, the purpose of the study and the problems will be restated. A summary of the findings will then be presented. Conclusions reached from the study of the data will be presented, as will recommendations derived from the data. The chapter will include information about changes that the Professional Development Committee made to improve the model based on information received through the survey.

Review of the Problem

This study examined the problems of a small rural school division in Manitoba. Lakeshore School Division #23 is typical of many other divisions in the province. It is made up of small schools; and the distance between schools is great. Several classrooms contain more than one grade level, most schools have one grade per school; therefore there is only one teacher per grade.

The Department of Education instituted provincial standards tests at various levels, and new curricula with the expectation that teachers would implement the changes. There was very little financial support to divisions to help with implementation. The division's professional development budget was not sufficient to make up the difference. Department workshops were distant, costly and involved a fair amount of time out of class for teachers who attended. Sometimes the sessions were not of much value to teachers.

The Supervision for Growth staff evaluation model allowed for a measure of teacher autonomy that sometimes contradicted the direction of the Department and the division.

The New Professional Development Model

In order to overcome these difficulties and challenges, Lakeshore School Division #23 developed and implemented a new model for professional development. The new model is based on teachers' needs in implementing new curricula and preparing for provincial standards tests and current research, especially research conducted in Manitoba.

It was evident that the traditional model whereby teachers are told what to do and how to do it simply did not, nor would it work (Irvine 1993, Hargreaves and Fullan 1992). The division believed that a model that would allow teachers to have learning opportunities similar to those afforded students would be most effective (Lieberman 1995). Sparks and Hirsch (1997) suggest a new model for professional development guided by the principles of results driven education, systems thinking and constructivism. Support for the new model was crucial, especially from the school's principal as educational leader and through the engagement of teachers in school improvement (Binda 1989). The role of central office and the Superintendent in communicating a clear widely shared vision of education within the division (Young and Barinet, 1998) was identified and built into the model.

The three main objectives of the new model are:

1) the sharing of expertise for enhancing efficiency and effectiveness;

2) the more efficient and equitable use of finances; and

3) more effective curriculum implementation for the enhancement of student achievement.

This study addressed the objectives of the project through the following research questions:

1) Is there more sharing of teacher expertise among teachers of Lakeshore School Division #23 with the new model?

2) Is the collaborative method effective in meeting the needs of teachers?

3) Are finances and resources used more efficiently and effectively with the new model?

4) Are teachers implementing new curricula more effectively?

5) Does the new model for professional development help teachers with their professional growth plans?

Findings

As noted in chapter 4, a vast majority of staff in the division supports the new model for professional development for several reasons.

First of all they saw it as a catalyst for the sharing of expertise, and it gave teachers the opportunity to meet on a regular basis to discuss teaching strategies, try out and

implement new classroom practices as well as the opportunity to reflect on the effectiveness of the new practice.

Secondly, the new model met their needs to a great extent. All teachers, including senior years teachers, noted that their personal professional needs were being met.

Teachers also saw the new model as one that would give them control of their own professional and personal growth, and treat them as professionals.

Early years showed the greatest level of acceptance, followed by middle years teachers. Senior years teachers found the model ineffective in meeting their professional development needs. However they did see the model as an effective way of learning from one another, an efficient and effective use of finances and resources and a very good way of helping teachers to implement new curricula more effectively.

Teachers who taught very specialized courses, or who do not have a regular classroom assignment found the model to be least effective for them. Difficulties were traced to the fact that the division has courses in schools that are taught only in that school thereby limiting the amount of networking that can take place. Resource Teachers and Guidance Councilors are few in the division and divided by great distances. In addition, in most schools, they carry other teaching assignments. Several teachers in that category expressed the difficulty of either belonging to more than one networking group, or the difficulty of having to make a decision as to which one they would choose.

Program Improvements

After reviewing the data provided by the survey, the committee made the following changes to the professional development model for the 1999-2000 school year:

1) The purpose of professional development and clarification on how the new model worked was clearly communicated to all administrators in the division, to all teaching staff in the division, to advisory councils and to the Board of Trustees. In addition to verbal communication at meetings, a diagramed handout with a written explanation was distributed to all teachers and administrators.

2) A clear financial picture and explanation of categories was given to all school administrators at a meeting and through the distribution of a budget sheet, to all teachers in the division.

3) In June of 1999, teachers gave school administrators their divisional, school based and personal professional goals for the 1999-2000 school year. Copies of these were sent to the professional development committee who set up networking groups based on common goal statements. Teachers had the opportunity to change groups in the fall.

4) All teachers, central office personnel and several trustees attended a divisional in-service in August that clearly explained the goal setting process, the professional development model and assessment. Time was set aside for the groups to meet and set their goals and plans for the year.

5) Staff new to the division met separately on August 25 for an orientation session that included information about the professional development model. They met again on November 22, 1999 for further clarification of the expectations of the division.

6) A special group was established for vocational and industrial arts teachers in the division.

7) Teachers who volunteered their time as facilitators were given a one-day training session on September 18, 1999, to help them develop leadership and other skills necessary for working with colleagues and adults.

8) The first all day session was held on September 24.

9) Accountability was built into the model so that each group was accountable, had accurate records of their goals for the year, their plan to achieve their goals, indicators of success and a growth plan for the future.

10) School professional development budgets were increased to their original levels for one year. Accurate accounts are kept so that all expenses are allocated to the right budget categories.

Recommendation

This study measured only the impact that the new model for professional development had on teachers through sharing of local expertise, making more efficient and effective use of resources and more collaboration among teachers. The study looked at the impact these had on teacher professional growth and the implementation of new curricula as mandated by the government.

A recommendation for future research is to study the impact that the new model for professional development has on teacher improvement and improvement of instruction in the classroom. It would then be important to study if this has an effect on student learning.

Conclusion

The difficulties that Lakeshore School Division #23 experienced with new curricula, provincial standards tests, distances between schools, Department expectations and a lack of resources, except for a few local peculiarities, are not different from the difficulties experienced by most other school divisions, rural and urban. The division's Professional Development Committee made improvements by first looking at what was in place and then at what was possible. The committee, with the support of the Board and with an understanding of current research, took a bold step and initiated a system of professional development that took into account teachers' needs in implementing new curricula, meeting the expectations of provincial standards tests, the need to make better use of scarce resources and meeting teachers professional growth needs.

The process involved all teachers in the division. Teachers met on a regular basis to share their successes and their ideas. They worked on unit plans together and came to a common understanding of rubrics and general outcomes for the new curricula that the Department sent schools on a regular basis. The impact on the staff, and therefore on the division, was positive.

The process used by Lakeshore School Division #23 can be adapted and used in any school division. One result of the model is that the Southeast Interlake Principals Association is using the model for professional development of principals.

Another result is a grant given to Lakeshore's Professional Development Committee by the Manitoba Council for Leadership in Education. The grant will be used to further study the model, especially the effects that the model is having in the classroom in terms of improvement of instruction and improved student learning.

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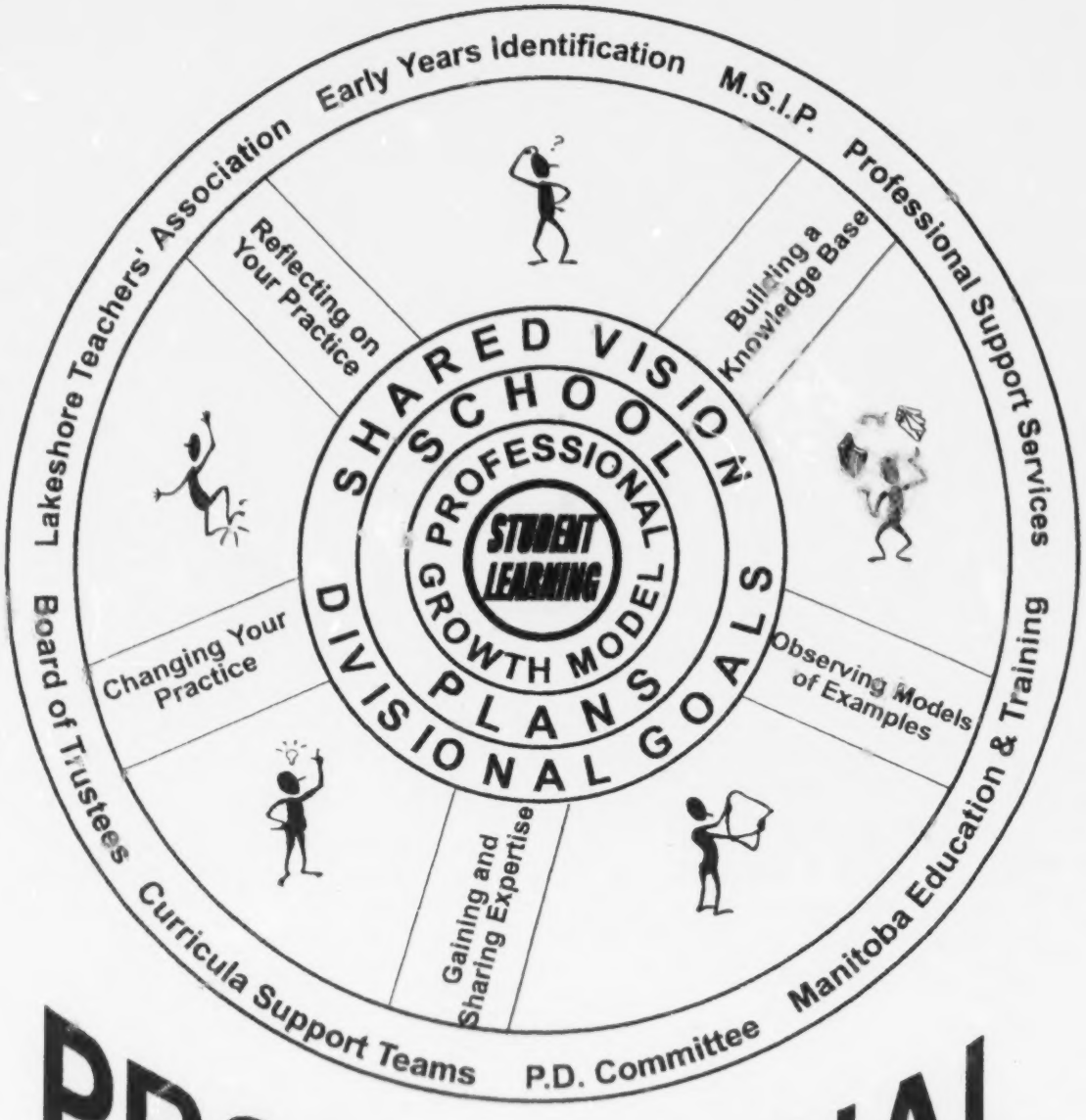
Appendix A

Diagram of Professional Development



PROFESSIONAL DEVELOPMENT

LAKESHORE SCHOOL DIVISION #23

Appendix B

Professional Development Newsletter

PROFESSIONAL DEVELOPMENT LAKESHORE

1998 – 1999

"The ultimate goal is changing the culture of learning for both adults and students so that engagement and betterment is a way of life in schools".

Fullan, 1991

We have attempted to create a structure that will support a better delivery of Professional Development in Lakeshore. By surveying the opinions of educators regarding past inservicing we found that:

- Division wide inservices do not always meet the needs of all teacher
- One shot inservicing can be ineffective and expensive
- There is little time or opportunity for educators to share ideas with colleagues
- There are little follow-up expectations, so implementation and accountability may be limited
- Workshops attended are not always reflective of a teacher's professional growth plan
- We do not know enough about each other, what we can learn from one another, and the resources we have available
- Inservices related to new curriculum implementation and strategic teaching have not always been delivered well. Teachers have traveled outside our Division to meet with Dept. of Ed. people and have returned to implement the information on their own

In April 1998, the P.D. Committee developed a visual model of what Professional Development looks like in Lakeshore. (Please refer to the cover of this newsletter) The focal point is STUDENT LEARNING. Surrounding student learning is the PROFESSIONAL GROWTH MODEL - the process designed to facilitate the ongoing, self-directed learning of teachers as professionals. Each educator's professional growth model would identify two or three goals. The goals would be reflective of the SCHOOL PLAN for improvement as well as the DIVISIONAL GOALS and SHARED VISION.

The P.D. model promotes ongoing professional development through five phases. These five phases may overlap, repeat, and often occur simultaneously.

1. Building a Knowledge Base
2. Observing Models and Examples
3. Reflecting on Your Practice
4. Changing Your Practice
5. Gaining and Sharing Expertise

Ongoing professional development in Lakeshore is supported by our P.D. Committee, Curricula Support Teams, Board of Trustees, Lakeshore Teachers' Association, Early Years Identification, and Professional Support Services.

For the majority of educators in Lakeshore, professional growth will be experienced through three different P.D. Categories:

I. CURRICULUM IMPLEMENTATION
II. SCHOOL P.D.
III. NETWORKING IN SPECIALIZED GROUPS.

BEST COPY AVAILABLE

I. CURRICULUM IMPLEMENTATION - ELA & MATH

Lakeshore School Division has six teachers (3 in ELA, 3 in Math) who are now the trained facilitators of our Curriculum Support Teams. All ELA and Math teachers will receive two days release time to meet as early, middle and senior years groups to review the curriculum and develop strategic teaching. This will provide support to teachers by enabling time spent together unit planning and looking at learning outcomes and assessment.

II. SCHOOL P.D.

This category for funding allows educators to address professional goals as outlined in their professional growth model which are reflective of school goals and improvement initiatives.

III. NETWORKING IN SPECIALIZED GROUPS

Specialized networking groups were established at the beginning of the year based on common professional goals. These groups will meet at least twice throughout the year on the Divisional P.D. days - November 16, 1998 and February 1, 1999. Each group completed a Networking Plan Sheet which identified:

- the group goal
- group members
- contact person
- time, date, location of next meeting
- preparations for follow-up meetings
- requests for support from P.D. Committee

The specialized networking groups are to keep brief notes or minutes on the meetings so that all members have a clear understanding of the group's action plan. In addition, the notes will provide a means by which the groups and the P.D. Committee, at the end of the year, may evaluate the effectiveness of this method of professional development.

A specialized networking group may request monetary assistance from the P.D. Committee to cover a particular expense. This request should be made in writing to the P.D. Committee, c/o Julie Millar, P.D. Chairperson. The P.D. Committee will look at the request and respond back to the group as soon as possible.

Respectfully submitted by the:
1998 – 1999
Lakeshore Professional Development Committee

Susan Hayward	Lundar – 762-5610
Annette Holowka	Division Office – 739-2101
Gail Kress	Ashern – 768-2571
Julie Mitlar	Lundar (Chairperson) – 762-5610
Barry Nadolny	Division Office – 739-2101
Santosh Sood	Fisher Branch – 372-6615
Janet Zasitko	Ashern – 768-2571

September 1998

PROFESSIONAL DEVELOPMENT BUDGET CATEGORIES

LAKESHORE SCHOOL DIVISION NO. 23
1998-1999

CURRICULUM IMPLEMENTATION – ELA MATH

(Covers ELA and Math Teachers' sub costs)

RELEASE TIME FOR MATH & ELA TEACHERS

- K-S1 Math Teachers: 1.5 days
- K-4 ELA Teachers: 1 day
- Gr.5-S4 ELA Teachers: 1 day
- New ELA Teachers: 1 additional day

CIRRICULA SUPPORT TEAMS

(Covers release time for facilitators to meet with ELA and Math Teachers)

ENGLISH LANGUAGE ARTS:	Angie Burdett - Early Years Susan Hayward - Middle Years Merle Klyne - Senior Years
MATHEMATICS:	Barbara Payment - K-3 Maggie McDonnell - Gr. 4-6 Heather Blue - Gr. 7-S1

SCHOOL P.D.

(Covers sub costs, registration fees)

For Teachers, Administrators, Educational Assistants, Librarians to address professional goals for both individual and school improvement initiatives.

PROFESSIONAL SUPPORT SERVICES

(Covers sub costs, registration fees, presenters, resources)

NETWORKING IN SPECIALIZED GROUPS

ADMINISTRATIVE COUNCIL

SUPERINTENDENT'S FUND

PARENT ADVISORY COUNCIL

ELA NETWORKING

Networking to support curriculum implementation.

New ELA teachers to the division:

9:00 - 11:45; Friday, October 9 ; Division Office

The objective of this session is to help the new teachers to our division have a good working knowledge of the Success for All Learners Handbook on Differentiating Instruction and the ELA Framework.

For teachers in the Early Years

9:00 - 3:30

Monday, October 26 Fisher Branch & Colonies at Fisher Branch

Tuesday, October 27 Moosehorn

Wednesday, October 28 Lundar, Eriksdale, Inwood, Ashern - Division Office

Angie Burdett will facilitate these sessions in the designated locations. The objective of these sessions are to help Early Years teachers work through the new implementation document.

For teachers in Middle and Senior Years

Teachers are asked to select and *attend one* of the following full day sessions at the Lakeshore Division Office (9:00 - 3:30).

Tuesday, November 10
Friday, December 11
Friday, January 29
Friday, March 19

The objective of these sessions are to further discuss unit planning and how it relates to the Implementation for Foundations document. Susan Hayward and Merle Klyne will facilitate these sessions.

For those who will be attending sessions at the division office, please call or fax Susan Hayward at Lundar School to let us know if you will be attending. Thank you.

MATH CURRICULUM IMPLEMENTATION

Session One
"The Big Picture"
1/2 Day Session (all start at 1:00 p.m.)

K-3 Teachers: Please bring your 'Foundation for Implementation' Document.
Gr.4-Sr. 1 Teachers: Please bring your 'Framework' document.

FISHER BRANCH
K-3 Thurs. Sept. 24
in Fisher Branch
4-6 Wed., Oct. 7
in Fisher Branch
7-Sr.1 Tues., Oct. 13
in Fisher Branch

INWOOD
K-3 Mon., Sept. 28
in Inwood
4-6 Wed., Oct. 7
in Fisher Branch
7-Sr.1 Mon., Oct. 5
in Inwood

ERIKSDALE
K-3 Thurs., Oct. 1
at the Division Office
4-6 Wed., Oct. 21
at the Division Office

MOOSEHORN
K-3 Thurs. Oct. 1
at the Division Office
4-6 Wed., Oct. 14
in Moosehorn
7-Sr.1 Thurs. Oct. 22
in Ashern

ASHERN
K-3 Thurs. Oct. 15
at the Division Office
4-6 Wed., Oct. 14
in Moosehorn
7-Sr.1 Thurs., Oct. 22
in Ashern

LUNDAR
K-3 Thurs. Oct. 15
at the Division Office
4-6 Wed., Oct. 21
at the Division Office
7-Sr.1 Wed., Oct. 8
in Lundar

MARBLE RIDGE & BROAD VALLEY
Please chose which session(s) you would like to attend.

Any questions or concerns? Please call:
Barbara Payment (K-3)
Fisher Branch Early Years
Ph: 372-6615
Heather Blue (7-Sr. 1)
Lundar School
Ph: 762-5610
Maggie McDonnell (4-6)
Alf Cuthbert School
Ph: 768-2396
OR: Ashern Early Years
Ph: 768-2625

Lakeshore School Division No. 23

Networking in Specialized Groups

Specialized Groups	Contact Person & School	Group Members
Assessment - for the purpose of reporting to parents based on outcomes	Lori Emilson - Ashern Early Years	Crystal Denhard, Lori Emilson, Angie Burdett
Assessment - increase assessment knowledge & strategies	Keijo Rantala - Fisher Branch Collegiate	Keijo Rantala, Jennifer Allary, Louella McPherson, Susan Hayward
Assessment - to share a variety of assessment practices, strategies, tools, etc. which make up effective teaching & learning	Merle Klyne - Ashern Central	June Becker, Ken Poitras, Leanna Olcen, Brad Malcowich, Terry Podaima, Warren Johnson, Donna Gard, Jo-Anne Sarkozi, Merle Klyne, Julie Millar, Patti Carson
At Risk Readers - to implement a program/strategies to help at risk readers	Carla Desjardins - Fisher Branch Early Years	Carla Desjardins, Santosh Sood
Cognitive Coaching	Janet Zasitko - Ashern Central	Janet Zasitko, Dan Pona
Communication and Assessment	Pat Rindall - Fisher Branch Early	Pat Rindall, Charlotte Craig
Cross Curricular Integration	Louis Cote - Ashern Central	Louis Cote, Dave Hull, Tom Alevizos, Colin Kerridge
Health - assessment of Sr.1 and Sr.2 Health Programs	Bob Moroz - Ashern Central	Lawrie Hogg, Bob Moroz, Bob Dixon
Integrated Themes - to work toward integrating subjects using themes	Barb Yanke - Alf Cuthbert	Bernice Dyck, Barb Yanke, Cheryl Shannon
Learning Strategies - to utilize the learning strategies from "Success for all Learners" more effectively on our ELA and Math programs	Barbara Payment - Fisher Branch Early Years	Molly Smadylla, Terry Peters, Barbara Payment
Math - clarity of outcomes, timelines, strategies, and assessment	Maggie McDonnell - Alf Cuthbert Heather Blue - Lundar	Memory Halldorson, Linda Smithson, Dwayne Ericson, Lanyth Tober, Gail Kress, Gail Postlethwaite, Maggie McDonnell, Heather Blue
Math - improve math program to meet outcomes	Erin Guttormson - Lundar School	Ethel Desjarlais, Erin Guttormson, Fe Madolora
Middle Years Concept - develop a true Middle Years Philosophy	Tammy Tervoort - Lundar School	Tammy Tervoort, Al Richardson

Lakeshore School Division No. 23

Networking in Specialized Groups

Specialized Groups	Contact Person & School	Group Members
Professional Portfolio - to prepare a self assessment portfolio for evaluation year	Dorothy Davidson - Ashern Central	Scott Cowley, Alan Thomson, Dorothy Davidson
P.E. - share ideas that are not as mainstream or often neglected in P.E.	John Kostiuk - Fisher Branch Collegiate	Curtis Grieve, Thomas Kowalchuk, Claire Mackie, Bob Chetrybok, Warren Nightingale, John Kostiuk
Science - share resources, materials, ideas	Clarke Hagan - Fisher Branch Collegiate	Clarke Hagan, Neil MacNeil, Randy Sorokowski
Senior Math - strengthen Senior 1-4 Mathematics and increase provincial exam scores	Donna Moman - Ashern Central	Frank Schenkels, Jim Cooper, Donna Moman, Myles Blahut, Vern McMichael
Strategies and Assessment - ELA in the multi-age setting	Marliene Lutz - Ashern Early Years	Pat Marchuk, Lydia Ambrose, Dwyla Campbell, Marliene Lutz
Student Portfolios - create a skills portfolio at the Middle Years Level	Kellie Monaghan - Fisher branch Collegiate	Kellie Monaghan, Sandra Halkowich, Becky Zerabny
Teaching Practices - share good teaching practices with Kindergarten and Early Years Teachers	Patty Goranson - Eriksdale/Lundar	Patty Goranson, Joanne Kiesman, Shauna Hjorliefson
Technology and Music Education	Tom Alevizos - Ashern Central	Tom Alevizos, Colin Kerridge, Scott Cowley
Technology - plan, implement and evaluate technological program and integrate it into the curriculum	Bob Elcock - Lundar School	Randy Bjornson, Bob Elcock, Sandra Stewart, Vivian Bernier, Irene Wallach
Writing - improve writing within the school in all subjects on a daily basis	Carole Boychuk - Eriksdale School	Bev Johnson, Carole Boychuk
Writing - to improve the written communication of our students	Connie Kerridge - Eriksdale School	Brad Drews, Connie Kerridge, Bjorn Johnson, Christy Steeves, Terri Otto, Bill Mosienko, Fran Mosienko

Appendix C

Staff Survey

Lakeshore School Division No. 23
Professional Development *Staff* Questionnaire

As you know, the Division is piloting a new model for professional development. It is important to have feedback from all staff regarding initiatives to date and directions for next year. You will remain **anonymous** and your individual responses will remain **confidential**. Please complete the questionnaire by March 15, 1999 and return it to the school office. Thank you for your input and help in guiding our PD model for next year.

March, 1999

1. Please ✓ **ALL the levels at which you currently teach/work with students.**

   ❑ K-grade 4 ❑ Grades 5-8 ❑ Senior 1 & 2 ❑ senior 3 & 4

2. Which **BEST** describes your current teaching assignment?

   ❑ Classroom Teacher (including Physical Education, Music)
   ❑ Teacher in another role (e.g., resource, counsellor)

3. The Lakeshore PD Model is an attempt to create a structure that will support a better delivery of Professional Development. Please ✓ **how strongly you believe** each of the following statements **reflects the support the PD Model has provided you**:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know or N/A
a) The PD Model has been effective in meeting my PD needs	❑	❑	❑	❑	❑
b) The structure of PD allows for a more efficient expenditure of PD dollars	❑	❑	❑	❑	❑
c) I'm implementing PD strategies in the classroom	❑	❑	❑	❑	❑
d) Accountability is greater on individual teachers	❑	❑	❑	❑	❑
e) PD is reflective of my professional growth plan	❑	❑	❑	❑	❑
f) Networking in the division provides the opportunity to learn from one another	❑	❑	❑	❑	❑
g) The Implementation teams have made implementing new curriculum easier for me.	❑	❑	❑	❑	❑

4. In each of the 3 professional development categories, please rate the impact on you or your teaching

	High Impact	Medium Impact	Low Impact	No Impact	N/A
a) Curriculum Implementation:					
English Language Arts	❑	❑	❑	❑	❑
Math	❑	❑	❑	❑	❑
b) School PD	❑	❑	❑	❑	❑
c) Networking in Specialized Groups	❑	❑	❑	❑	❑

5. Please list suggestions **of 2-3 ways that might improve the effectiveness of the Lakeshore Professional Development Model.**

1)

2)

3)

6. Do you recommend that we **continue to develop this model as it currently exists** (or is it possible to continue with this model, but with adjustments)?

❑ **Continue to develop as it exits**
❑ **Continue with adjustments**
What Adjustments?

❑ **Do not continue**
Why Not?

7. Please use the space provided for any other comments you have regarding:

a) Lakeshore School Division's Professional Development Model

b) Issues in your school specific to PD

Thank You!

Lakeshore School Division No. 23
Professional Development *Administrator* Questionnaire

As you know, the Division is piloting a new model for professional development. It is important to have feedback from all staff regarding initiatives to date and directions for next year. You will remain **anonymous** and your individual responses will remain **confidential**. Please complete the questionnaire and return it and the staff questionnaires to the division office by March 15, 1999. Thank you for your help in guiding our PD model for next year.

March, 1999

1. Please ✓ **ALL the levels at which you currently teach/work with students.**

   ❑ K-grade 4 ❑ Grades 5-8 ❑ Senior 1 & 2 ❑ senior 3 & 4

2. The Lakeshore PD Model is an attempt to create a structure that will support a better delivery of Professional Development. Please ✓ **how strongly you believe** each of the following statements **reflects the support the PD Model has provided you**:

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**Don't Know or N/A**
a) The PD Model has been effective in meeting my PD needs	❑	❑	❑	❑	❑
b) The PD Model has made the Professional Growth Model easier to implement	❑	❑	❑	❑	❑
c) The PD Model has made focusing school plans easier	❑	❑	❑	❑	❑
d) The PD Model has made meeting divisional goals easier	❑	❑	❑	❑	❑
e) I'm implementing PD strategies in the classroom	❑	❑	❑	❑	❑
f) Accountability is greater on administrators	❑	❑	❑	❑	❑
g) PD is reflective of my professional growth plan	❑	❑	❑	❑	❑
h) Networking in the division provides the opportunity to learn from one another	❑	❑	❑	❑	❑
i) The Implementation teams have made implementing new curriculum easier for me	❑	❑	❑	❑	❑

3. In each of the 3 professional development categories, please rate the impact on you or your teaching

	High Impact	Medium Impact	Low Impact	No Impact	N/A
a) Curriculum Implementation:					
English Language Arts	❑	❑	❑	❑	❑
Math	❑	❑	❑	❑	❑
b) School PD	❑	❑	❑	❑	❑
c) Networking in Specialized Groups	❑	❑	❑	❑	❑

4. Please list suggestions **of 2-3 ways that might improve the effectiveness of the Lakeshore Professional Development Model.**

1)

2)

3)

5. Do you recommend that we **continue to develop this model as it currently exists** (or is it possible to continue with this model, but with adjustments)?

❑ **Continue to develop as it exits**
❑ **Continue with adjustments**
What Adjustments?

❑ **Do not continue**
Why Not?

6. As Administrators, it is important for you to provide information to the PD committee on the **impact the funding re-structuring has had on your staff and your school.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know or N/A
a) The amount of money retained in the schools for PD is adequate	❑	❑	❑	❑	❑
b) The PD funds have had a positive impact on **professional** staff	❑	❑	❑	❑	❑
c) The PD funds have had a positive impact on **non-professional** staff	❑	❑	❑	❑	❑
d) PD funds should be left up to individual schools for distribution with the schools responsible for meeting the expectations of the PD Model.	❑	❑	❑	❑	❑

Additional comments specific to PD Funding:

7. Please use the space provided for any other comments you have regarding:

   a) **Lakeshore School Division's Professional Development Model**

   b) **Issues in your school specific to PD**

Thank You!